

# RTI Documentation

This document provides guidance regarding the documentation necessary when the Response to Intervention (RTI) process is going to be used in part to determine eligibility for a specific learning disability in special education.

## Common Definitions:

Universal Screening: Assessment of all children, usually done at set times during the school year such as the beginning, middle, and end of the year.

Progress Monitoring: Frequent measurement to determine if students are making adequate progress.

Fidelity Check: Evaluating and documenting the effective delivery of the instruction and/or implementation of interventions.

Disability Eligibility Criteria <i>ARM 10.16.3019A</i>	Supporting Documentation
<i>Documentation of an insufficient response to at least two scientific, research based interventions over a sustained period of time.</i>	<ul style="list-style-type: none"><li>• List Scientific Research-Based (SRB) interventions used</li><li>• Data-Screenings and Progress Monitoring</li><li>• Frequency and duration for each SRB intervention used</li></ul>
<i>The student has a low level of academic achievement.</i>	<ul style="list-style-type: none"><li>• Data-Universal Screenings and Progress Monitoring</li></ul>
<i>The student is not achieving adequately based on the student's age or grade level based on state approved K-12 content standards.</i>	<ul style="list-style-type: none"><li>• Data-Universal Screenings and Progress Monitoring</li></ul>

Disability Eligibility Criteria <i>ARM 10.16.3019A</i>	Supporting Documentation
<b>The scientific, research based interventions were:</b>	<ul style="list-style-type: none"> <li>School has developed a list of SRB interventions for personnel to choose from</li> </ul>
<i>Matched to the specific needs of the student</i>	<ul style="list-style-type: none"> <li>Record of meeting(s) for individual student (e.g., evaluations of progress, interventions, duration, frequency)</li> </ul>
<ul style="list-style-type: none"> <li><i>The needs were identified through systematic, data-based processes for examining the presenting problem</i></li> </ul>	<ul style="list-style-type: none"> <li>Record of meeting(s) for individual student (e.g., evaluations of progress, interventions, duration, frequency)</li> <li>Data-Universal Screenings and Progress Monitoring</li> </ul>
<ul style="list-style-type: none"> <li><i>The identification of the needs included parental input</i></li> </ul>	<ul style="list-style-type: none"> <li>Documentation of parent input (includes documentation of opportunity for input and documentation of input or lack of response from parent)</li> </ul>
<i>Focused on changing the instructional strategies or techniques used with the student</i>	<ul style="list-style-type: none"> <li>Record of meeting(s) for individual student (e.g., evaluations of progress, interventions, duration, frequency)</li> <li>Data-Universal Screenings and Progress Monitoring</li> </ul>
<i>Regularly monitored for student progress and correct implementation</i>	<ul style="list-style-type: none"> <li>Progress Monitoring Data</li> <li>Fidelity Checks evaluating and documenting the effective delivery of the instruction and or implementation of interventions</li> </ul>
<b>The scientific, research based interventions included:</b>	
<i>Regular and frequent data collection</i>	<ul style="list-style-type: none"> <li>Progress Monitoring Data</li> </ul>

Disability Eligibility Criteria <i>ARM 10.16.3019A</i>	Supporting Documentation
<i>Analysis of interventions as necessary based on data analysis</i>	<ul style="list-style-type: none"> <li>Record of meeting(s) for individual student (e.g., evaluations of progress, interventions, duration, frequency)</li> <li>Data-Universal Screenings and Progress Monitoring</li> </ul>
<i>Modification of interventions as necessary based on data analysis</i>	<ul style="list-style-type: none"> <li>Record of meeting(s) for individual student (e.g., evaluations of progress, interventions, duration, frequency)</li> <li>Data-Universal Screenings and Progress Monitoring</li> </ul>
<b>The evaluation (CST) team considered:</b>	
<i>Data regarding how appropriately the intervention was delivered by qualified personnel</i>	<ul style="list-style-type: none"> <li>Record of meeting(s) for individual student (e.g., who implemented the interventions, duration, frequency)</li> <li>Fidelity Checks have to include data</li> <li>Progress Monitoring Data</li> </ul>
<i>Data comparing the student's rate of learning and current levels of performance with the student's initial levels of performance</i>	<ul style="list-style-type: none"> <li>Data-Universal Screenings and Progress Monitoring</li> </ul>

**Additional Requirements for specific learning disability include:**

10.16.3019 CRITERIA FOR IDENTIFICATION OF STUDENT AS HAVING SPECIFIC LEARNING DISABILITY (1) The student may be identified as having a specific learning disability if, when provided learning experiences appropriate to the student's age or grade-level based on state approved K-12 content standards:

- (a) The student does not make sufficient progress to meet age or grade level based on state approved K-12 content standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, mathematics problem solving.
- (b) Consistent with district procedures, evaluation teams shall use either response to scientific, research based intervention under ARM 10.16.3019A or severe discrepancy under ARM 10.16.3019B when determining whether the student is not making sufficient progress toward age or grade level based on state approved K-12 content standards.
- (c) The student may not be identified as having a specific learning disability if the student's significantly low rate of progress in meeting age or grade level based on state approved K-12 content standards is primarily the result of a visual, hearing, or motor impairment; cognitive delay; emotional disturbance; environmental or economic disadvantage; cultural factors; or a lack of appropriate instruction. (History: 20-7-402, MCA; IMP, 20-7-401, 20-7-403, 20-7-414, MCA; NEW, 1993 MAR p. 1913, Eff. 8/13/93; AMD, 1999 MAR p. 69, Eff. 1/15/99; AMD & TRANS, 2000 MAR p. 1048, Eff. 7/1/00; AMD, 2007 MAR p. 6778, Eff. 5/25/07.)

10.16.3019C DOCUMENTATION REQUIREMENTS IN LEARNING DISABILITY IDENTIFICATION (1) Evaluation teams shall document evaluation team findings under ARM 10.16.3019A or ARM 10.16.3019B and:

- (a) the student's academic performance in the regular classroom setting through observation.
    - (i) Requirements for documentation of observation may be met by observation of routine classroom instruction and monitoring of the student's performance that was done before the child was referred for an evaluation or have at least one member of the group described in 34 CFR 300.306(a)(1) conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent, consistent with 34 CFR 300.300(a), is obtained.
    - (ii) In the case of a student of less than school age or out of school, a team member shall observe the student in an environment appropriate for a student of that age.
  - (b) educationally relevant medical findings, if any, that have been considered; and
  - (c) two or more interventions specific to the individual student. Interventions shall not unnecessarily delay appropriate identification.
- (2) If the student has been evaluated under [NEW RULE VI], documentation must also include:
- (a) the scientific, research based interventions and instructional strategies used; and
  - (b) the student centered data collected during the implementation of at least two intensive individualized interventions which have been implemented for a sustained period of time. (History: 20-7-402, MCA; IMP, 20-7-401, 20-7-403, 20-7-414, MCA; NEW, 2007 MAR p. 678, Eff. 5/25/07.)